Mass Insight
E D U C A T I O N

SCHOOL READINESS ASSESSMENT:

LINCOLN COMMUNITY SCHOOL

Site Visit Dates: September 4, 2012 – September 5, 2012

Report Submission Date: September 19, 2012

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Part 1: School Readiness Assessment Overview

The purpose of administering the School Readiness Assessment (SRA) is to diagnose the strengths of, and challenges facing, a school. Based on this information, the SRA team makes recommendations of priorities for school turnaround.

This report includes 1) a brief explanation of the SRA process; 2) a detailed description of findings from documents collected and focus groups/interviews; and 3) suggestions of key focus areas for Lincoln Community School and Evansville Vanderburgh School Corporation to begin implementing changes.   The findings assess the presence of each of the nine elements of the High-Poverty, High-Performing (HPHP)[1] school readiness model, which are described below. The subsequent recommendations are also aligned to the HPHP readiness framework.

Process

The SRA is a two-step process that involves a document review and a site visit. First, the SRA team asks district and school staff to submit materials containing information on current programs, processes and plans at Lincoln Community School. The SRA team uses this information to prepare for the site visit, including drafting a schedule and generating questions for follow-up. The site visit occurs over a period of two days. During the site visit, the SRA team facilitates focus groups and holds additional one-on-one interviews with select staff members and other stakeholders.   The focus groups and interviews consisted of the following participants:

- 1st period PLC team
- 2nd period PLC team
- 3rd period PLC team
- 6th period PLC team
- 7th period PLC team
- 8th period PLC team
- 1st and 2nd grade students
- 6th, 7th and 8th grade students
- Literacy Coach
- Parent Coordinator
- Speech/Language Pathologist
- Counselor
- PTA President
- Principal
- Assistant Principal

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[1] See Caulkins, Guenther, Belfiore, Lash, *The Turnaround Challenge*, Mass Insight Education (2007).

Part 2: Lincoln Community School Background Information

Lincoln Community School is a part of the Evansville Vanderburgh School Corporation (EVSC), located in Evansville, Indiana. The school is EVSC's only year-round K-8th grade school and serves students from kindergarten through eighth grade. During these breaks, students have the opportunity to attend a school-based intersession program, which provides students with additional educational programming.   In addition, Lincoln Community School is one of a handful of full-service community schools in EVSC. Students attend school for 180 days with 15-day intersession breaks every 45 calendar days in the fall, spring, and summer.   Lincoln Community School receives Title I and 21st Century Learning Grants.

Student Demographics
During the 2011-2012 school year, 382 students were enrolled at Lincoln Community School. 93.46% of students were eligible to receive free or reduced price lunches. The ethnic breakdown of the school was as follows: American Indian (0.2%), Asian (0.2%), Native Hawaiian/Pacific Islander (0%), Black (54.71%), Hispanic (1.8%), Multiracial (16.49%), and White (26.44%). 20.68% of students were enrolled in special education and 1.05% of students were identified as English language learners. Although statistics were not available, from information ascertained from focus groups and interviews, many of the students arrive with multiple poverty-related needs and complex issues, including high rates of mobility, incarceration of a relative, and community violence.

School and Safety Discipline
During the 2011-2012 school year, a total of 61 students received out-of-school suspensions. Of these students, 68.5% of students were Black, 13.11% were multiracial, and 18.03% were White. In addition, 27.87% were female and 72.13% were male. One student received an out-of-school suspension for a matter that was weapon-related.

Student Performance
Based on 2011-2012 ISTEP+ data, Lincoln students are performing well below state and district averages. The percentages of students who are meeting state standards for proficiency are listed below.

English/Language Arts

Grade level	Percentage of students at Lincoln who received passing scores	Percentage of students district-wide who received passing scores	Percentage of students state-wide who received passing scores
Grade 3	60%	79.3%	85%
Grade 4	59%	74%	82%
Grade 5	45%	72.8%	78%
Grade 6	44%	69.1%	78%
Grade 7	33%	61.3%	75%
Grade 8	24%	59.3%	73%

Mathematics

Grade level	Percentage of students at Lincoln who received passing scores	Percentage of students district-wide who received passing scores	Percentage of students state-wide who received passing scores
Grade 3	43%	70.4%	85%
Grade 4	48%	67.4%	82%
Grade 5	49%	77.1%	78%
Grade 6	46%	70.5%	78%
Grade 7	22%	64%	75%
Grade 8	32%	62.9%	73%

School-Defined Priorities

According to interviews and focus groups with school personnel, the Lincoln Community School's top priority is safety and discipline. The principal, Ms. Darrett, hopes to reduce the incidence of disruptive behavior and decrease the number of student referrals to the office. The school improvement plan also includes a focus on mathematics, with attention given to increasing students' math scores on the ISTEP+ and Acuity exams. English/Language Arts was not included in the school improvement plan because the school's Academic/Leadership Team felt that it was a lower priority relative to safety/discipline and mathematics. Staff explained that partly as a result of literacy being a school-wide focus for the past several years, there was little progress made in other areas. Findings from the SRA team's independent evaluation supported Lincoln Community School's priorities.

Part 3: Summary of Main Findings

To provide detailed school level information, the SRA team has set urgent, high, lesser and low priorities for Lincoln Community School according to the nine elements of the HPHP school readiness model.   The rating system is explained below.

Urgent Priority – 1	Highest priority for school success and should be primary focus of school goals, programs, and resource allocation.
High Priority – 2	Strong priority for school success; should be addressed throughout strategies that support urgent priority areas.
Lesser Priority – 3	Lesser priority, school provides some existing evidence of addressing domain and should evaluate effectiveness of current programs for signs of improvement.
Low Priority – 4	Low priority, school exhibits some evidence of meeting the domain criteria and should not focus preliminary time or resources on this area.

Each element is assigned a priority rating. Furthermore, urgent and high priorities are specifically outlined that directly align to the each HPHP element. Finally, a complete summary of evidence collected during the SRA process is defined to specifically understand what observations, actions, and behaviors led to our priorities.

Part 3: Summary of Findings (Readiness to Learn)

Readiness to Learn	Urgent	High	Lesser	Low
Safety, Discipline & Engagement	🟥			
Action against Adversity		🟧		
Close Student-Adult Relationships			🟨	

Urgent Priorities:

- Systems and structures to proactively address student behavior and to reward students for positive behavior
- The enforcement of consistent, defined school rules
- Family and community participation in school activities that are aligned to school performance goals
- Effective communication with parents/guardians about instructional programs, opportunities to support student learning within the home, and students' progress

High Priorities:

- Limiting incidences of physical violence, acts of aggression, bullying, teasing, or harassment, and
- Ensuring students feel safe from bullying, teasing, and harassment
- The celebration and motivation of increased student achievement
- Effective measures for promoting good attendance and eliminating truancy and tardiness
- Addressing the personal needs of families so that they can better support student learning

Summary of Readiness to Learn Findings:

Although there are school-wide expectations for walking in the hallways (walk on the right side, use inside voices) and going to lockers (once in the morning and once in the afternoon), many middle school students do not follow them. This is partly due to the fact that teachers inconsistently enforce these expectations and provide opportunities for students to visit their lockers outside of these time periods. As a group, teachers collectively reported that it was a shared expectation that teachers should monitor hallways during transitions. However, it was observed that while some middle school teachers participated, not all supported this expectation. Other than rules about transition times, lockers, and walking in the hallways, staff and students were unable to clearly articulate school-wide rules. A number of middle school students interviewed said that they did not feel safe at school, particularly students who were " not friends with everyone." They reported frequent occurrences of bullying, physical violence, stealing of property, and teasing in the absence of staff members. Alternatively, elementary students did not report safety concerns.

The Citizenship program is meant to reward positive behavior and address student misbehavior. This year, the program has attempted to invest students, as they cannot participate in school sporting events and dances if they lose their Citizenship. Students lose their Citizenship and associated privileges for receiving a suspension or failing grade. After a teacher has given a student who is misbehaving three classroom consequences, he or she may send the student to the office to be disciplined by the principal or assistant principal. Teachers feel supported by this new office referral policy and accompanying consequences—pleased that "something will happen when (students) are sent to the office." Students reported that they do work in the office or sit quietly. Teachers stated that they anticipate that the current influx of referrals will lead to a decreased number of referrals over time.

Parents and teachers do not feel that family engagement is successfully cultivated throughout the school, with some teachers feeling as though family engagement efforts are futile. At the beginning of the school year, school leadership asked teachers to make positive phone calls home to all of their students' families. The school also sent home a letter to parents describing where the school was located and encouraging them to come to the school to visit. The mode of most home-school communication is notes in students' agenda books. However, staff noted that

the protocol to log parent/family communication has not been continued this year with little understanding why the system/protocol was discontinued.

Student misbehavior is generally the focus of home-school communication. In addition, parents report not being informed about academic assistance opportunities for their children, particularly if they do not qualify for free or reduced price lunch.   One parent noted that it would be helpful for teachers to send home packets of work with some problems solved in order to jumpstart parent/family understanding of the topic . Parents are invited to periodic coffee chats and monthly family fun nights. Parents are also invited to school sporting events via online social media. However, it was noted by several staff members that the same group of parents consistently attend school functions. The PTA is stronger this year than in previous years, with successful fundraising efforts and members taking on leadership roles.

The school does not have a systematic way of assessing students' poverty-related challenges.   Individual students' needs are brought to the parent coordinator's attention through informal, word-of-mouth communication. The same informal process applies to the school social worker and counselor. The parent coordinator addresses individual students' needs by pooling relevant resources. She does not routinely collaborate with any other professionals at the school but does maintain an open door policy for families and conducts a handful of home visits annually as needed. Conversely, both the social worker and counselor report working with others in the building to address student needs. Both of these individuals reported feeling connected and familiar enough with the community and families to participate in home visits if a student situation necessitated this effort. However, this was not a sentiment felt by most staff in the building with a few staff members indicating that they feared that students may retaliate if they visited their homes.

In order to better differentiate instruction, the school tiered students into classes with A/B groupings based upon students' instructional strengths and areas of development. Students report being bored during instructional time and working from textbooks in many classes. Many students identified science as an exception, stating that they regularly participate in hands-on activities. Other than stating subjects that they were weak or strong in, students could not state their specific strengths and weaknesses as a learner, nor how they work best. Students interviewed could not articulate specific learning goals that they are working to achieve.

There is limited school-wide recognition and celebration of students' academic performance. Students have the opportunity to earn a place on the school honor roll, which includes a breakfast celebration. It was inconsistently reported that rewards for student academic performance are given by teachers within the classroom.

A handful of teachers have informal mentoring relationships with some students, and if these students have escalating behavioral issues, they are able to take a break with their mentor.   There are not school-wide initiatives for establishing and developing meaningful connections between staff and students. A few teachers stated that one faculty member in particular was someone that they turned to should they need to reach a student who they had difficulty connecting with—this teacher had served in multiple coaching roles the prior school year.

Part 3: Summary of Findings (Readiness to Teach)

Readiness to Teach	Urgent	High	Lesser	Low
Shared Responsibility for Achievement	■			
Personalization of Instruction		■		
Professional Teaching Culture		■		

Urgent Priorities:

- Clear and compelling school vision, top priorities, and picture of school success
- Clear, measurable, ambitious, and attainable school improvement goals
- Clear expectations for the planning and delivery of instruction
- Systems to monitor the implementation of initiatives across the building, and adjusting accordingly
- Shared commitment to the vision of the school
- Curriculum that is challenging for all students, articulates essential content and skills for all students to learn at each grade level, and is mapped across the school year with adequate instructional time allocated to teach it
- School's curriculum and assessments are informed by Common Core, aligned with state standards, aligned with each other, and coordinated both within and across grade levels.
- Specific, leadership-led guidance to teacher teams (e.g., helps to establish meeting routines; models and promotes use of discussion protocols; ensures systematic monitoring of student progress; creates focus on linking results to instruction)

High Priorities:

- Organizational structure of school staff supports essential school functions
- Roles and responsibilities of all individuals at the school are clear
- Strong accountability for student achievement throughout the school
- Alignment of resources (e.g., funding, materials, time, programs, technology, and staff) toward the school's instructional priorities and goals
- Intense commitment to high levels of student achievement by all school staff
- Instructional plans informed by students' prior knowledge, current skills, and learning needs
- Consistent assessment implementation to identify baseline student needs and predict student progress toward clear lesson, unit and student success on the state summative program assessments
- Teacher-student communication to ensure the shared setting of achievement goals
- Quality teacher planning and collaboration
- Regular teacher observation and the timely feedback to teaching staff to design specific and actionable professional development next steps

Summary of Readiness to Teach Findings:

Both staff members and leadership acknowledge that there is no school vision. However, leadership stated that it is not a priority at this time given the myriad of other pressing issues facing the school. The Academic Team develops goals for school improvement. The team is comprised of teachers from all grade-levels as well as other staff members who support students in other capacities. Material that is discussed during the Academic Team's meetings is communicated by email to staff members in the form of meeting minutes. While teachers state that there is a clear school-wide focus on behavioral issues, they could not articulate specific academic goals or interim benchmarks. Instead, staff repeatedly report how they needed to get out of the "F" status. At

the beginning of the school year, leadership stated that the instructional focus of teachers would be lesson planning, assessment and student engagement. Non-instructional staff members report that they are not familiar with school priorities. Although leadership does not assess progress towards the school's performance goals and school improvement plan benchmarks, they are currently re-evaluating the behavior referral process and plan to communicate with teachers who have students that are repeat offenders or teachers who are themselves repeat offenders of referring students to determine what they can do differently. Furthermore, leadership believes that some non-instructional positions are not aligned with school priorities, but they feel that they lack power to make changes because they do not control the funding of these positions. Both administrators were able to communicate how they would exchange some staffing positions for others to align staff to general school priorities such as instruction.

Due to the staff's inability to describe performance goals, it is difficult to determine whether programs and instructional technologies fit with the school's improvement plan. Staff members could generally identify the roles and responsibilities of their colleagues, despite the fact that job descriptions for non-instructional staff do not exist.   For example, the new E-learning coach does not understand her role. Teachers reported mixed utility of the "Grandmas program." Intercession is "mostly for fun" according to staff and students. Leadership had recently announced that two key changes to the intercession program—the elimination of recess and field trips. Staff, students and parents are against this decision.

All staff members interviewed reported feeling pressure around student achievement, but instructional staff reported a particular sense of urgency. Some teachers do not believe that they should be as accountable as will be for student achievement. Non-instructional staff reported not being accountable for student achievement. Staff reports struggling to get students to be invested in their academic success and positive behavior and expressed frustration over students lacking motivation and responsibility for their learning and behavior, as well as parental involvement.

Leadership orally conveyed lesson planning expectations at the start of the school year, and have reiterated these expectations to struggling teachers. Teachers reported conflicting and shifting expectations for lesson plans. According to both teachers and school leadership, expectations around delivery of instruction were not communicated to teachers.   All teachers interviewed indicated that leadership set an expectation that lesson plans will include relevant Common Core standards.

Lincoln Community School's GVC curriculum is not well-defined. In addition, instructional staff stated that it does not seem possible to cover all of the GVC and complained that their planning time has been severely cut over the last two years. In addition, teachers stated that intervention blocks are informed by students' instructional needs, and that personalization of instruction was otherwise extremely difficult in core instruction because of the wide range of student abilities. However, teachers reported that the A/B tracking system has helped them somewhat cater lessons to students' instructional needs.

The Acuity exams are administered every nine weeks to students in grades 3 through 8. The exams are intended to inform student progress toward ISTEP+ proficiency.   In addition, while there is an expectation that teachers will give formative assessments to students, there are no school-wide expectations on the use of formative or Acuity assessment data.   There is a perception among staff that assessments are being given to students out of compliance rather than to inform instruction.

Based off of guidance given by the administration, the Literacy Coach decides topics for collaborative planning time (Professional Learning Community, or PLC) and facilitates sessions. During this time, the majority of activities conducted in PLC centered around building the PLC community through a shared book study. . In addition, teachers stated that they create common assessments during PLC time. PLCs also create data folders (grades 3-8) and data walls (grades K-2), and teachers plan to use these means to group students by ability and

to determine which students require intervention. However, the 3-8 individual data folder system was not implemented at this time and it was unclear when the team would be able to meet to formulate the timeline to establish this protocol. School leadership does not play a large role in teacher teams, and provide very little guidance to the Academic Team and PLCs.   Although it was clear that collaboration happened within grade levels, there was little to no collaboration vertically. Furthermore, there was a clear divide of how primary vs. middle school teachers viewed the value of vertical collaboration.

Leadership flagged certain teachers based on classroom observations/lesson plans, and required that these teachers submit each week's lessons the Friday prior. During classroom visits, leadership uses district tools and scripting to record observations. Teachers reported that they receive brief feedback on Post-It notes that is generally positive after classroom visits and did not feel at the time that it was helping them improve their classroom instruction. Leadership plans to visit every classroom at least twice before December, with more frequent brief walkthroughs and 1-2 additional observations for teachers they have flagged as underperforming. Staff members generally respect school leaders' expertise.

Part 3: Summary of Findings (Readiness to Act)

Readiness to Act	Urgent	High	Lesser	Low
Resource Authority			🟧	
Resource Ingenuity			🟧	
Agility in the Face of Turbulence			🟧	

Urgent Priorities:
- Robust evaluation of all staff that includes student performance data
- Additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including – but not limited to – students with disabilities and English language learners
- Basic classroom preventions to ensure academic growth and positive behavior for all students
- Specific, targeted academic and behavioral supports or interventions for identified at-risk students
- Systems to monitor students' progress toward academic and/or behavioral goals to use this feedback and inform support and intervention

High Priorities:
- Autonomy of school-level hiring decisions with a commitment to, and competence in, the school's philosophy, design, and instructional framework (e.g., trained and experienced with curriculum, certified/licensed to teach, qualified to teach subject area)
- Cultivation of outstanding teachers
- Autonomy over budgetary decisions within an allotted school budget including, but not limited to, staffing structure, technology, and curricular supplements
- Staff collaboration to identify students in need of targeted academic and/or behavioral supports, plan interventions, and monitor progress
- Activities that address a range of learning needs for students aligned to performance data
- Create solutions to ensure focus remains on student achievement

Summary of Readiness to Act Findings:

Leadership demonstrates some resource ingenuity, but limited resource authority. As previously mentioned, leadership expressed an interest in eliminating a position funded through a district community grant, but they do not have the authority to do so. Leadership has altered the responsibilities of the parent coordinator to spend 50% of her time supporting a kindergarten classroom. Although leadership has control over hiring decisions and seeks to hire teachers who are certified to teach in the assigned subject area, there is a restricted applicant pool for certain positions. Furthermore decisions are made at the district level that impact staffing at the school-level with little understanding of how this transition will impact the school environment. For example, the e-learning coach previously assigned to Lincoln received a promotion right before the start of the school year. Leadership was not successful in having an E-learning coach hired at the beginning of the school year, nor having the coach service grades K-5. Another example of how central office based decisions impact the school environment are in the case of a kindergarten teachers who was on maternity leave. A long-term substitute was assigned to the school but was pulled when a full-time position became available with no transition plan identified for the school. Students were split among classes for over one week.

The school does not have systems to recruit and retain effective teachers. Underperforming teachers are flagged and the appropriate documentation is subsequently collected to follow the required steps of the removal process, as

required by EVSC. Exceptional teachers are identified through classroom observations and informal means. Exceptional teachers are not rewarded. Student performance data is not a part of any staff members' evaluations.

As discussed in an earlier section, teachers in grade K-2 use data walls created during PLC to identify students who need additional academic support, while teachers in grades 3-8 intend to use data folders to do so. Teachers in grades K-2 administer the DIBELs NEXT assessment to students, and provide BURST reading intervention to at-risk students. The intervention block is the primary means of remediation for struggling students.   Students who are at or above grade-level in core subjects do not participate in the intervention block, and instead attend specialty classes such as art. There are not any academic offerings tailored to advanced students outside of the loose A/B tracking of students. This school year, leadership eliminated pre-Algebra for 8th graders because of overall ISTEP Math proficiency (22%).

Teachers, specifically teachers of laboratory classes, did not report feeling limited by space, equipment or materials. A handful of teachers reported using Promethium boards in their classrooms. All teachers interviewed indicated that materials and equipment were rarely an obstacle. Although available, some students reported that their teachers did not use technology consistently or ever. The ConnectEd system is available for teachers to use to communicate with parents, but teachers do not know how to go about using it. The ConnectEd system is primarily used for school-wide announcements about non-academic items, such as picture day and the dress code. Furthermore, the impact of budgetary decisions is not monitored.

Part 4: Recommendations

Based upon a thorough review of documents, survey results, observations, and focus groups/interviews, SRA team members have developed a set of recommendations and respective next steps for implementation to assist Lincoln Community School and Evansville Vanderburgh School Corporation with planning for school transformation. There are actionable steps listed after each recommendation, along with a suggested timeline.

Readiness to Learn

Safety, Discipline & Engagement; Action against Adversity; Close Student-Adult Relationships

	Oct.	Nov.	Dec.	Jan.	Feb.
Since effective classroom management and school discipline are essential for supporting teaching and learning, Lincoln Community School should implement a robust research-based behavior approach. All students should receive social skill instruction, reinforcement of pro-social behavior, behavior contracts, and active supervision. One example of such a system is Positive Behavioral Intervention and Supports (PBIS).					
Secure a timeline from central office for PBIS training and support.	XX				
Identify specific measurable goals related to school-wide behavior such as a certain percent decrease in the number of office referrals or a decrease in the number of students losing Citizenship.	XX				
Discuss the key elements of the PBIS system with Academic Team that should include and align sub-systems at the school, classroom, and individual levels.	XX				
Discuss key implementation elements of the PBIS system with Academic Team.	XX				
Formulate an implementation timeline for the new system including staff training, resetting of behavior expectations for students, student training, and creation of a positive reward system.	XX				
Determine a monitoring strategy for PBIS implementation (school-wide and classroom levels)		XX			

	Oct.	Nov.	Dec.	Jan.	Feb.
Classroom management, particularly pertaining to office referrals, should be consistent in every classroom at Lincoln Community School. There should be a defined ladder of consequences for teachers to use prior to sending a student to the front office. Office referral data should be regularly monitored to establish trends and so that data-based decisions can be made in developing school initiatives.					
Define a ladder of consequences for teachers to use prior to sending a student to the office.	XX				
Communicate and model how consequences should be administered in the classroom.	XX				
Create an informal observation process where teachers who repeatedly send office referrals are observed to give immediate and timely feedback about how consequences are administered and how behaviors can be avoided.	XX				
Create a recurring task for support personnel to compile and analyze office referral data for arising trends and patterns.		XX			
Identify students who are repeatedly referred to the office. Ensure that each of these students are addressed by the SST.	XX				
Develop an alternate plan to address the 15-20 students who are repeatedly referred to the office. Alternate plans may include the assignment of the student to a teacher mentor, switching tracks, and/or possibly classroom re-assignment.	XX				

	Oct.	Nov.	Dec.	Jan.	Feb.
The expectations of teachers during transition times should be clarified and reinforced, so that every teacher understands his or her role and its importance.					
Model how teachers should monitor the hallways and explicitly state the kinds of behaviors that warrant adult interaction.	XX				
Align PBIS expectations to transition expectations to design specific rewards and incentives for teachers and students during these transitions.	XX				
Require that all teaching staff have an opening activity ("do now") as part of their instructional plan to ensure immediate student engagement and keep teachers in the hallways to monitor.		XX			
Develop an informal leadership observation plan to monitor hallways during key transition times and locations (such as the school cafeteria, final block, etc.).		XX			
Move assistant principal's office to the second floor of the school (proximity to the middle school students and teachers).	XX				

Readiness to Teach
Shared Responsibility for Achievement; Personalization of Instruction; Professional Teaching Culture

	Oct.	Nov.	Dec.	Jan.	Feb.
Lincoln Community School's teams/committees should be redefined and revamped, including the Academic Team, EIT, and the site council.					
Consider the creation of a "partner engagement team" to better coordinate the work that is being done by the parent coordinator, community engagement coordinator, social worker, and counselor by maximizing the current Site Council structure.		XX			
Revisit the roles and responsibilities of each team and committee. Eliminate teams that are duplicate in roles and responsibilities.		XX			
Explain the revised roles, responsibilities, and expectations for the new teams with the entire school. Solicit additional volunteers for all teams with the re-defined expectations.			XX		
Set up processes for major school decisions to be approved by both the Site Council and the Academic Team to ensure maximum political cover.		XX			

	Oct.	Nov.	Dec.	Jan.	Feb.
Leadership should develop a school vision and 3-4 specific goals. The Site Council and Leadership/Academic team can assist leadership with the development of these goals. Such goals should include a plan of action, implementation timeline, and accountability measures. In addition, a performance monitoring strategy should be established and used to track progress towards goals.					
Create measurable, quantifiable goals (SMART goals) for the Academic Team's consideration that align to the student achievement needs of the school.	XX				
Secure buy-in from the Site Council and Academic Team for the newly established goals.	XX				
Share school-wide goals with all teacher teams.	XX				
Allocate a portion of PLC time for teachers to create measurable, classroom goals aligned to the redefined school-wide goals.		XX			
Develop a performance monitoring strategy to ensure progressive attainment of school-wide goals.		XX			
Develop classroom performance monitoring strategies (or maximize existing data folder system) and expectations.	XX				
Monitor the staff's use of and alignment to school-wide and classroom goals by ensuring that all lesson plans directly align to these goals		XX	XX	XX	XX
Secure student buy-in into the new school-wide goals by considering sponsoring an assembly where school-wide behavior and academic goals are shared and incentives are revealed			XX	XX	
Revisit school-wide goals at every faculty meeting and in all conversations with staff to build a high expectation and goals-based culture		XX	XX	XX	XX

	Oct.	Nov.	Dec.	Jan.	Feb.
Leadership should devise a communications strategy for relaying goals to staff, students, parents and community members.					
Propose possible strategies to the Site Council for consideration		XX			
Brainstorm strategies to connect all family and community engagement strategies to school-wide goals		XX			
Align all family and community activities to the redefined school-wide goals			XX		

	Oct.	Nov.	Dec.	Jan.	Feb.
Expectations for lesson planning and interventions need to be re-addressed for intercessions to impact student achievement during this time.					
Secure buy-in from the Site Council and Academic Team about how to maximize student time during intercession.	**XX**				
Reconsider expectations for learning during intercession.	**XX**				
Develop a specific process to monitor learning during this time.	**XX**				
Develop a specific schedule during this time to incorporate small group instruction, social activities, and other interventions.	**XX**				
Develop a specific lesson planning format for use during intercession that may include the use of field trips directly aligned to instructional goals and outcomes.	**XX**				

	Oct.	Nov.	Dec.	Jan.	Feb.
Reconsider the expectations for both middle school and elementary intervention block in order to envelope specific parameters and goals for this block of time.					
Develop a specific expectation for how intervention block should be used in order to ensure consistency.		**XX**			
Develop a small group instruction lesson planning template		**XX**			
Consider re-aligning some programs (such as the Grandma's program) to these times when one-on-one support is necessary.			**XX**		
Require the tracking of interventions for identified study as part of the overall classroom performance monitoring strategy (such as including it in data folders).			**XX**		

Readiness to Act

Resource Authority; Resource Ingenuity; Agility in the Face of Turbulence

	Oct.	Nov.	Dec.	Jan.	Feb.
Leadership should create a schedule for classroom visits. This may involve reallocating leadership responsibilities to ensure sufficient time for observations.					
Create an observation schedule of the lowest performing teachers to ensure 2 classrooms observations take place before the December 1st deadline.	XX				
Schedule an observation norming session with Mass Insight Education staff to ensure expectations are normed against best practices.	XX				
Create a schedule for informal observations to maintain presence in all classrooms.	XX				
Provide feedback and create actionable steps for each teacher observed.	XX	XX	XX	XX	XX